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ABSTRACT

The District 6 program for Pupils with Special Educational Needs (PSEN) was designed to provide (1) supplementary reading instruction to English speakers, and (2) bilingual instruction and reading skills, including English as a Second Language (ESL), to Spanish and Greek speakers. A total of 3,856 kindergarten through third grade children and 227 fourth through eighth graders were served by the program. In the reading component, small group and individualized instruction were provided to children deficient in reading skills, following a sequential diagnostic/prescriptive model. The bilingual component of the PSEN program was designed to improve the Spanish or Greek of participants through reading instruction in the child's native language, as well as to improve the child's English language proficiency. The evaluation design for the District 6 PSEN program specified both process and product evaluation, and focused on the degree to which program objectives were being implemented. Results of the evaluation are presented in this report. Included are reading achievement data, information on staffing and instructional practices, and data acquired through observations and interviews focusing on teacher, paraprofessional, and administrator attitudes toward the program. Recommendations for improving the program are offered regarding bilingual instructional guidelines, diagnostic testing, and the utilization of ESL materials. (Author/GC)

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AN EVALUATION OF THE PSEN READING AND BILINGUAL PROGRAM 1978-79

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CHAPTER I: THE PROGRAM: A DESCRIPTION

The District 6 program for Pupils with Special Educational Needs (PSEN) was designed to provide supplementary reading instruction to English-speaking pupils while the bilingual component of the project provided bilingual instruction in reading skills, and English as a Second Language. Both components serviced a total of 3,856 students in grades k through 3. PSEN services were provided to all of the elementary schools in District 6.

The general program objectives that had been formulated for both components were as follows:

- -To identify, through selected diagnostic testing and observation, the specific developmental skills in reading and/or ESL (depending on the individual child's needs) which were deficient in each program participant.
- -To supplement the regular classroom program by providing additional intensive skills instruction and reinforcement in the areas of English reading, bilingual reading and/or ESL. To create conditions in which students would want to learn and be able to have this opportunity.
- -To facilitate a continuous assessment of the strengths and weaknesses which each child had brought to the instructional process, as well as the continous involvement of each child in successful learning experiences.
- -To provide a diagnostic/prescriptive approach to teaching fundamental skills in a remedial situation.
- -To provide, in the Reading Program, corrective and remedial reading instructional services for SNAP-PSEN target eligible third graders that were reading one and a half or more years below grade level, and k through 2 pupils showing some potentiality for retardation in reading upon their reaching third grade.
- -To provide, in the Bilingual Program, corrective and remedial instructional services in Spanish/Greek/English reading and/or ESL for students that presented English deficiencies that made them unable to properly learn to read in English thus preventing full participation in the regular program of instruction in the school.

PSEN READING PROGRAM

The SNAP-PSEN early childhood reading program was designed to provide small-group and individualized instruction to pupils in those phases of reading skills found to be most deficient in grades k through 3. The basic thrust of the program was the identification of specific deficiencies in the developmental reading skills. Under constant monitoring and a structured organization, each child was given individualized or small group instruction in the skills which appeared deficient. Instruction was provided following the sequential diagnostic-prescriptive model listed below:

- -Diagnosis
- -Interpretation
- -Prescription of appropriate learning activities
- -Learning experiences
- -Reassessment

The base program in the priority area of reading was the District 6 tax-levy instructional program. The SNAP-PSEN program supplemented the basic school reading program by providing intensive reading instruction and reinforcement for target eligible. SNAP-PSEN supplemental reading instructional services were provided by a staff of 22 teachers and 44 paraprofessionals.

PSEN BILINGUAL PROGRAM

The bilingual component of the District 6 PSEN Program was designed to improve the Spanish/Greek, and English reading as well as the English proficiency of program participants through reading instruction in the child's native language; while providing intensive instruction of English as a Second Language. Native language reading skills were utilized to foster intellectual development while English language proficiency was developed through the teaching of English as a Second Language.

The bilingual and ESL programs of instruction encompassed the following model of prescriptive instruction.

-Diagnosis
-Interpretation
-Prescription of appropriate learning activities
-Learning experiences
-Reassessment

This component took into consideration the number of pupils of limited English ability in grades K through 3. Program participants received small group and/or individual instruction in those phases of ESL and/or reading found to be most deficient.

Instructional strategies emphasized the following:

- The development of listening-speaking-reading-writing relationships through the use of experience stories, individual story writing, audio-visual devices and concrete illustrations.
- The exposure of pupils to a variety of multi-media approaches, to skill mastery. Materials were diversified in approach to allow for the varying learning styles of program participants.
- Continous diagnostic testing was an integral part of the program activities. This allowed teachers to assess and evaluate each pupil's progress and specific needs. The results of continous diagnostic testing were correlated to appropriate instructional materials.

The base program in the priority area of bilingual reading and ESL was the District 6 tax-levy instructional program. The SNAP-PSEN program supplemented basic school programs by providing intensive bilingual reading and ESL instruction and reinforcement for target children in the elementary schools in District 6. SNAP-PSEN supplementary bilingual and ESL reading services were provided by a staff of 22 bilingual teachers, 7 bilingual professional assistants and 38 paraprofessionals.

CHAPTER II: EVALUATIVE PROCEDURES

The evaluation design for the District 6 PSEN Program specified both process and product evaluation. Formal evaluation of the PSEN Program began November, 1978. The evaluation focused on the degree to which the program objectives were being implemented. Process evaluation procedures included at least four site visits to the 11 schools participating in the program. Methods employed for this evaluative study were as follows:

1. Direct observation of the activities of the program by three independent observers.
2. Interviews were conducted with the PSEN Coordinator and the PSEN Assistant Coordinator. Additional personnel interviewed included principals and assistant principals as well as the the 44 teachers, the 7 bilingual professional assistants and the 82 paraprofessionals directly involved in the program.
3. A distribution of a questionnaire to the 11 principals, 44 teachers, 7 bilingual professional assistants and the 82 paraprofessionals assigned to the program. Three questionnaires were developed - for principals, for teachers and for paraprofessionals. The purpose of these questionnaires was to determine how these individuals, directly involved with the program activities, perceived the PSEN program. It was believed that by surveying all personnel involved, it would be possible to gain a global overview of the degree of effectiveness, as perceived by program personnel.
4. Evaluation of curriculum and materials used in the monolingual, bilingual and ESL components of the PSEN Program.
5. Discussion with pupils regarding their participation in the program.
6. The collection and analysis of reading achievement data. The results of which are included in this report.

The design that constituted product evaluation for the PSEN Program was as follows:

AREA OF BEHAVORIAL CHANGE: READING

Degree of Change

The target population will demonstrate significant growth in reading as compared to growth projected using the testing instruments indicated below.

Reference

As measured by the following instruments:

PSEN Reading

Grade	Pretest	Posttest
k	Metropolitan Readiness Test-Level I	Metropolitan Readiness Test-Level I
1	Metropolitan Readiness Test-Level II	Metropolitan Readiness Test-Level II
2	Stanford Achievement Test-Primary I Form B	Stanford Achievement Test- Primary I Form B
3	Stanford Achievement Test-Primary II Form B	Stanford Achievement Test-Primary II Form B

All sub-tests on the reading battery were administered on a pre/post test basis.

Test Schedule:

Pretest	October, 1978
Post test	May, 1979

AREA OF BEHAVORIAL CHANGE: Bilingual Reading and ESL

Degree of Change

The target population will demonstrate significant growth in English and/or Spanish/Greek reading ability as confirmed by test instruments to be used.

Reference

PSEN Bilingual Reading/English

Grade	Pretest	Post test
k	Boehm Test	Boehm Test
1	Boehm Test	Boehm Test
2	CTBS/S - Level B	CTBS/S - Level B
3	CTBS/S - Level C	CTBS/S - Level C
4 and 5	CTBS/S - Level I	CTBS/S - Level I
6 and 7	CTBS/S - Level II	CTBS/S - Level II
8	CTBS/S - Level III	CTBS/S -Level III

All subtests in the reading battery were administered on a pre/post basis.

Test Schedule:

Pretest	October, 1978
Post test	May, 1979

Statistical Analysis - All Programs

A t-test for correlated samples was performed on the pre and post-test results. In addition, the historical regression equation was calculated to compare actual posttest scores with anticipated posttest scores. As a derivative of this, for all

tests yielding a grade equivalent value, an adjusted monthy growth rate was calculated, and the null hpothesis was tested that there would be no statistically significant difference betweeen postest scores and projected growth using the histroical regression equation.

CHAPTER III: EVALUATION RESULTS

The PSEN Program, as it was designed and implemented in District 6, focused on two of the district's priority areas, The PSEN Reading Program provided supplementary reading instruction to 1,934 program participants in grades k through 3 in all of the elementary schools in District 6. In addition, 74 children from grades 6,7, and 8 from P.S. 187 were directly serviced by the program. The total number of program participants in all 11 of the District 6 elementary schools was 2,008. Instruction was generally in the form of a "pull-out" program.

The Bilingual Reading Program provided supplementary bilingual instruction in reading skills, and ESL to 1,848 program participants in grades k through 3 in all of the district's elementary schools. An additional 227 children were serviced in grades 4-8 primarily at one school. The total number of students receiving PSEN services was 3,856 program participants. As a result of attrition (i.e. transfers and moves) most schools have lost approximately 10 children from the beginning of the year.

The overall responsibility of coordinating the PSEN Program in District 6 was provided by a PSEN Coordinator. She was assisted in carrying out her numerous functions by an Assistant Coordinator of the PSEN Program. Both of these positions were assigned to the district office. The PSEN Coordinator and the Assistant Coordinator were responsible for the full implementation of the program plan for both the monolingual and the bilingual components. They carried such responsibilities as monitoring the program in order to insure that its implementation at each school site conformed to the guidelines set forth by the New York State Education Department and the New York City Board of Education. Both the Coordinator and the Assistant Coordinator were effective in providing a regular in-service training program for all staff They provided the staff with materials that were appropriate and well-suited to the needs of program participants.

On-site assistance was provided as needs dictated. This coordination was viewed by District 6 principals and program personnel as "most effective." It was felt that this high degree of sturctured coordination was responsible for the smooth and effective operation of this component.

Test Results: Reading Achievement: Reading Component

Results of the formal achievement testing program are prsented in Table 1 and 2. Note that at grades k and 1 the MRT levels I and II were administered; starting at grade 2 the SAT was used. It is also important to remember that the program was basically designed as a k-3 reading program and operated in our school across grades k-8 only as an accomodation. Thus, the Ns for grades 4-8 were basically small and precluded the possibility of performing.

test of significance.

Presented in Table are the results of the SAT testing program. The table provides data on pretest, posttest and predicted posttest (an expected score based on pretest and number of years in school.) Tests of significance were only performed at grades 2 and 3 because of the reduced size of N at grades 4-8. Only grade 2 had a posttest mean which was significantly different than what would have been predicted; at grade 3 there were no significant differences.

Since t-test could not be performed, the next best thing would be to examine the growth from pre to posttest. The growth is consistently one year or more, in terms of grade equivalent scores. This growth is fairly remarkable considering the program only operated for an average of approximately 22 weeks and the children received about 180 hours of reading instruction.

The results of the program which operated at grades k-1 were similarly very encouraging. Table 2 presents pre and posttest information for MRT in terms of R.S. and percentile ranks. In both instances, the growth from pre to posttest is significant. The program at grades k and 1 seems to be very effective as indicated by growth on a standandized test.

TABLE 1

MEAN PRE AND POSTTEST REUSLTS OF THE S.A.T. - READING
(TOTAL G.E. SCORE)
PSEN READING

Grade	N	Pretest	Post	Pred. Post	t-test Post-Pred.	Significance
2	630	1.29	2.52	1.53	3.54	$<.01$
3	136	1.79	2.74	2.13	1.69	NS
4	29	3.02	4.12	3.61	-	
6	26	3.92	4.97	4.43	-	
7	23	5.33	6.85	5.97	-	
8	18	5.76	7.06	6.36	-	

TABLE 2

MEAN PRE AND POSTTEST RESULTS FOR THE
MRT IN TERMS OF R.S. AND PERCENTILE RANK

Grade	N	Pretest RS.	Pretest %ile	Posttest RS.	Posttest %ile	Significance
k	137	25.73	6.11	52.15	30.69	$<.01$
1	657	29.14	14.44	55.83	62.62	$<.01$

PSEN READING PROGRAM: OBSERVATION AND INTERVIEW

Based on observation of the program and interviews with program personnel the PSEN Reading Program has been successfully implemented at each of the sites in the district.

Staff assigned to the program included 22 teachers and 44 paraprofessionals. Each teacher and two cooperating paraprofessionals comprised a "team". Each school had the requisite team as specified in the proposal. Each PSEN reading teacher provided 25 through 28 periods of supplementary instruction weekly. In addition to the responsibility of providing supplementary instruction to the target population each teacher provided two periods of training to the paraprofessionals.

The program proposal specified that each PSEN Reading team would service 80-100 children. The average number of participants serviced by each PSEN Reading team was 88 students. Thus, the program met the guidelines for staff and number of students serviced.

The organizational climate of the program was excellent. The PSEN Reading teacher maintained continuous open channels of communication with tax-levy teachers. One period a week had been set aside for conferences. Of course this varied by site.

Individual and small group instruction was the predominant mode of classroom organization. The thrust of the program is that it identified the specific deficiencies in developmental, pre-reading or reading skills and implemented a prescription approach in line with those apparent and defined deficiencies. For non-readers, emphasis was placed on developing an appropriate mix of listening-speaking-reading-writing relationships through the use of experience stories, audio-visual devices and concrete illustrations. At the second grade level, reading skills were developed through instruction in phonics, structural analysis, vocabulary acquisition and expansion as well as comprehension and study skills.

Grouping implementation varied widely, some teachers employed a total-class approach with para individualization where needed, to para large or small-group with teacher individualization. Small-group instruction with the teacher servicing the larger group seemed to be the basic mode. The observers rarely witnessed more than five or six in attendance with the teacher group or more than three or four in the para group. Teachers took either the average ability-level or the more advanced or the slower students, depending on their teaching philosophy. The most common mode was teacher with the average or more advanced students and para with the slower. Although, it seemed that most groups remain fairly constant throughout the term, teachers have insisted during interviews that they do move students out of groups when needed. A few schools periodically rotate groups to different staff members and some never do.

Attendance in each of the PSEN LABS was usually around 75-80%. A review of the attendance records indicated a few chronic absentees in each group, and certain months seemed to be more susceptible to higher absentee rates than others (i.e. winter).

Records kept by PSEN reading teachers were adequate, ranging from minimal to copious. All had lesson plan notations for a weekly or bi-weekly period, even though not all principals or supervisors required this. This could be just topic designation with accompanying text pages or expanded plans including objectives, goals and detailed methodology for both teacher and para. All kept either an individual progress or checklist profile, usually to be updated every other month, but done only ocassionally. Target sheets did have initial and mid-year assessments in varying degrees of detail. Anecdotal notes were kept by only a few individuals. Paras filled in their logs at day's end or week end, usually omitting comments. Though diagnosis of individual proficiencies is recorded, written prescriptions on an individual basis were rarely encountered. Teachers claim that deficiencies are group-wide and may be treated as such.

Teacher-para relationships seemed to be of a good working order. Most paras are trained, experienced and competent. Some relationships are very teacher-dominant and some require more para-independence and initiative.

Coordination with classroom teaching staff to administrative staff also runs the gamut of gratuituous encounter to planned conference periods. Communication with parents takes the form of an occasional letter, a parent-teacher conferenceor a reading or PSEN workshop.

Interviews with a few students indicated that they were eager to participate in the program. They did not however, realize they were scholastically behind and stated they generally found the work easy.

Perception of the Reading Program

In order to ascertain how personnel viewed the impact of the PSEN Reading Program, questionnaires were distributed to the 22 PSEN reading teachers and the 44 educational assistants involved. Questionnaires were also distributed to all (11) of the elementary principals in District 6. The results of the questionnaires are presented below.

Principal Questionnaire

A review of the Principals Questionnaire revealed that principals perceive the program positively. All principals felt that the program provided individual and/or small group instruction and perceived this as the most important aspect of the program. Eighty (80%) of the principals felt that the PSEN Reading Program provided early intervention.

The only areas that were perceived by principals as weak were the lack of materials (70%), and the lack of space available for the programs' use (80%). Observation of the program confirms a lack of space, but not materials.

Table I
Principal's Questionnaire/PSEN Reading
N=10
Major Strengths of the Program

1.	Early intervention	80%
2.	Individualized/small group instruction	100%
3.	Diagnostic-Prescriptive Approach	60%
4.	Team approach strengthens program	40%

Major Weaknesses of the PSEN/Reading Program

Lack of Materials	70%
Lack of Space	90%
Testing program not appropriate	20%
Diagnostic test is needed	20%
Tax-levy component needed to train classroom teacher	20%

Suggestions for Improvement of PSEN/Reading

Increase materials allocation	70%
Additional space needed	70%
Revise testing program-consider alternative to MRT	20%
Allow more conference time for PSEN Reading and classroom teachers	20%

The major recommendations for improvement reflect these same two areas. 70% of the principals recommended an increase in materials allocation and the need for additional space.

PSEN READING TEACHER QUESTIONNAIRE

An extensive questionnaire was prepared and distributed to the 22 PSEN Reading teachers. The purpose of the questionnaire was to gain a profile of the program personnel and to determine how the PSEN reading teachers perceived the program's functioning. A total of 20 questionnaires were returned.

An analysis of the questionnaire data indicated the following;

Academic Training

14 teachers indicated they had a master's degree
4 teachers indicated they had a bachelor's degree and 60 credits of study beyond their degree
2 teachers indicated they had a bachelor's degree

The average amount of teaching experinece of the PSEN Reading staff was 18.6 years.

PSEN teachers also indicated that they had been teaching in the PSEN program an average of 4 year. It should be noted that some questionable responses were given to this question, e.g. 9 years. The evaluation team assumed that a response such as the above, included teaching in the program that preceded the PSEN Program-the Reading in the Early Elementary Grades (REEG) Program.

A review of questionnaire responses indicated the following regarding the number of periods taught by each PSEN teacher.

The average number of periods taught by PSEN Reading teachers was 28 periods weekly-exact average 27.9 periods weekly. This is within the guidelines.

Table 3
N=20
PERIODS TAUGHT BY EACH PSEN TEACHER

Periods	No. of Teacher
25	2
26	1
27	6
28	9
29	1
30	1

The following responses were given by PSEN Reading staff to the question: How would you rank the following activities of the PSEN Program?

Table 3 N=20

Aspects of the Program	Very Ineffective 1	2	Somewhat Effective 3	4	Very Effective 5
a. Amount of financial resources available	15%	5%	40%	25%	15%
b. Ease of access to those funds	5%	10%	35%	30%	20%
c. Variety of materials available	15%	--	20%	25%	40%
d. Amounts of materials available	10%	15%	10%	20%	45%
e. The organization of staff	--	--	13%	63%	25%

TABLE 3 (CONT.)

f. Staff spirit or morale	--	--	13%	50%	38%
g. Quality of staff performance	--	--	--	35%	65%
h. Administration	10%	--	20%	40%	30%
i. Student interest				65%	35%
j. Student motivation				65%	35%
k. Student performance			20%	60%	20%
l. Cooperation from other	5%	10%	30%	40%	15%
m. Selection procedures for pupils in the program	15%	25%	40%	10%	10%
n. Physical Facilities	30%	30%	25%	15%	
o. Time allotted for pupils receiving instruction	--	20%	25%	40%	15%
p. Number of pupils in each group	15%	30%	25%	25%	5%
q. Coordination with tax-levy program		25%	35%	20%	20%
r. Monthly Workshops	--	15%	15%	35%	35%
s. "pull out" program	--	20%	60%	20%	--
t. District office staff liaisons	--	--	15%	70%	15%

PSEN reading teachers generally found <u>almost all</u> aspects of the program "Somewhat Effective" to Very Effective" (3,4,5, on a scale of 1 to 5). The only aspects viewed as "Very Ineffective" were:

m. Selection procedures for pupils in the program	40%
n. Physical facilities	60%
p. Number of pupils in each group	45%

PSEN reading teachers were also asked to assign or rank by priority the items or activities most frequently performed by their Educational Assistants. The average rank order indicated by the 20 PSEN Reading teachers is shown in Table 4.

Table 4

PSEN TEACHERS'S PERCEPTION OF ROLE OF EDUCATIONAL ASSISTANTS

Item	Rank	Activities
1.	4	Review what the teacher has taught
2.	2	Drill on specific skills
3.	11	Present new material
4.	3	Work with individual children
5.	1	Work with a small group of children
6.	6	Grading the daily work of children
7.	8	Acting as a liaison between the teacher and parents
8.	5	Planning activities with the teacher
9.	7	Performing clerical duties
10.	10	Administering tests
11.	9	Correcting tests

EDUCATIONAL ASSISTANTS QUESTIONNAIRE

A total of 44 Educational Assistants were an integral part of the PSEN Reading Program during the 1978-79 school year. A rather detailed Educational Assistants' Questionnaire was distributed to all the paraprofessionals. A total of 10 questionnaires were returned to the evaluation team. Of the 10 questionnaires completed and forwarded to the district office only 5 were the correct questionnaire. It seems that 5 paraprofessionals completed the questionnaire designed for teachers. Paraprofessionals were asked to prioritize 11 activities assigned to them by the PSEN teacher with whom they worked. Results are given below but it must be kept in mind that only 10 prarprofessionals responded to the questionnaire and that 5 of the responses are on the incorrect form. Average rank order for each item is given.

Table 5

EDUCATIONAL ASSISTANTS PERCEPTION OF THE ROLES ASSIGNED BY PSEN TEACHERS

Item	Rank	Acitivites
1.	3	Review what the teacher has taught
2.	4	Drill on specific skills
3.	11	Present new material
4.	2	Work with individual children
5.	1	Work with a small group of children
6.	6	Grading the daily work of children
7.	8	Acting as a liaison between the teacher and parents
8.	7	Planning activities with the teacher
9.	5	Performing clerical duties
10.	10	Administering tests
11.	9	Correcting tests

A comparison of teachers' responses and educational assistants' responses will indicate a differing rank order assigned to the following items:

Item	
1	Review what the teacher has taught
2	Drill on specific skills
4	Work with individual children
8	Planning activities with the teacher
9	Performing clerical duties

An examination of Tables 4 and 5 reveals there is no major discrepancy between PSEN reading teachers' expectancy of the role of the paraprofessional in the program and the paraprofessionals' perception of his/her role. Even when rank order items are not identically matched, they only vary in rank order priority, at the most, by a difference of 2 ranks.

Based on the data drawn from this comparison, it can be reasonably inferred that PSEN Reading teachers and their cooperating educational assistants perceive their roles in a similar way. This can only serve to reinforce the work with the children.

PSEN BILINGUAL READING AND ESL PROGRAM: OBSERVATIONS AND INTERVIEWS

The Bilingual Reading Program provided supplementary bilingual instruction in reading skills and ESL to 1,848 program participants in k thorugh 3 in all 11 of the elementary schools in District 6 and 4 through 8 in a few schools.

The Bilirgual PSEN Program operates with two teachers and four paras or Bilingual Professional Assistants in each school, bringing the total to twenty-two teachers and forty-four E.A.'s. Many of the teachers started the program late in the school year, perhaps as late as December. Many of these teachers have risen from the ranks of paras and BPA's to assume these positions. The change in personnel is much more pronounced in this component than in the Reading. Very few schools have teachers who have been with the program since its inception, whereas the para population has been quite constant. A great many of the Bilingual paras, as the Reading paras, have come from the ranks of neighborhood parents and school aides. Personnel within this component are generally native bilingual Hispanic, but not necessarily so.

PSEN Bilingual services a full range of school grades, rather than just early childhood, which is the primary target. There is much flux in student population, with students absent or discharged and included because of return trips to and from their native countries. Teaching methodology and grouping depends on the student's language proficiency, even though almost all serviced come from bilingual classes. Newcomers with little formal education are given ESL; the Spanish-proficient are given phonics and reading in Spanish; and the English-proficient are given English. The teacher usually takes the English-proficient; the paras the Spanish. There are other variations: where a teaching team will do only Spanish while the other team does English and ESL; where a certain number of days are given to English, then Spanish by both teams.

Based on observation, it appears the bilingual and ESL program of instruction were based on a carefully-implemented diagnostic/prescriptive model of instruction. The program provided small-group and individualized instruction to pupils in grades k through 8. Special emphasis was placed on programmatic activities designed to facilitate the development of listening-speaking-reading-writing relationships through the use of experience stories, individual story writing, audio visual devices, and concrete illustration.

The Bilingual instructional staff maintained a schedule of continuous diagnostic testing geared to evaluate each pupil's exact progress and specific needs. All diagnostic test results were correlated to appropriate instructional materials. The scope of Spanish reading skills stressed in the program were:

-word recognition
-phonetic analysis
-morphemic analysis
-comprehension skills (various levels)
-study skills
-writing (when applicable)
-reading habits
-oral language

The scope of ESL Reading skills stressed by the program staff were:
-oral comprehension
-speaking
-vocabulary development

As PSEN Reading, the manner in which the program operated was influenced by availability of site locations and administration philosophy. Some schools had no central site and travelled to classroom and hallways either as a team or separately, while some teams with all members stayed together in common headquarters. Small-group instruction was the common mode.

LAB testing and teacher recommendation were the criteria for entry into the program. Other testing is not done. Records and assessment are considerably less than in Reading. Lesson plans, work folders and some form of individual profile or progress sheet or target sheet are maintained. It is feasible that because of the LAB testing, Bilingual PSEN starts later in the school year.

All program participants were given individual or more commonly, small group instruction in the skills areas where deficiencies existed.

On-site observation confirmed that the PSEN Bilingual component had been implemented successfully at each of each of the eleven elementary schools in the district.

Staff assigned to this component included 22 bilingual teachers, 7 bilingual professional assistants and 38 paraprofessionals. Each bilingual teacher and

two cooperating assistants (either 2 paraprofessionals or 1 bilingual professional assistant and 1 paraprofessional) formed a "team". Each PSEN teacher provided 25 through 28 periods of supplementary instruction weekly. In addition to the responsibility of providing two periods of training to his/her paraprofessionals weekly.

The program proposal stated that each PSEN Bilingual team would service 80-100 children. The average number of participants serviced by each PSEN Bilingual team was 82 students.

The organizational climate of the bilingual component was excellent. The PSEN teacher maintained excellent rapport with tax-levy teachers. One period a week had been set aside to allow for conferences with tax-levy teacher.

On-site observation revealed that PSEN Bilingual staff were for the most part, highly skilled in fully implementing the program as stated in the proposal. This component was characterized by a competent program staff and excellent support at both the school and the district level.

TEST RESULTS: Reading Achievement in the Bilingual Component

The results of the formal achievement testing program of the Bilingual component are presented in Tables 6 and 7 below. The emphasis of this testing program was on reading in English; this emphasis was in keeping with the NYSED mandates. Although some schools did assess reading in Spanish these data are not presented in this report. This program, as discussed above spanned grades k-8; thus, different tests were used at different grade levels. Although this evaluator does not generally advocate "out-of-level testing," this program did adhere to such a design. Children were tested with a level of a test (except grades k and 1) approximately one grade level actual grade level placement. At grades k and 1 the Boehm Test of Basic Concepts was used; at grades 4-8 the California Test of Basic Skills (CTBS) was employed-levels B-3.

By any stretch of one's statistical imagination, the bilingual component of this PSEN program was highly successful. As can be seen in Table 6, the program at grades k and 1 showed statistically-significant growth from pre to postest using percentile rankings. Note, however, the large variability of both the kindergarden and first grade groups at posttest-a standard deviation almost equal to the mean. This could, in fact, lead to some difficulties in the establishment of groups.

Table 7 shows the results for grades 2-8 (total grade equivalent score) using the CTBS. In all instances the growth from pre to posttest was statistically significant. In addition, the growth from what would have been predicted (based on one's previous histsroy of academic achievement) and what one actually did achieve was highly significant. Although there was significant improvement, it is still important to realize that these students are still performing below grade level expectations. The program, however, did begin to make some grant strides in ameliorating the negative effects of language handicaps. The improvements these students made in learning to read in the mainstream language of English can only serve to make their schooling easier in the future.

TABLE 6
PRE & POSTTEST RESULTS FOR THE
BOEHM TEST OF BASIC CONCEPTS (PERCENTILE RANKS)

Grade	N	Pre	Post	t-test	Significance
K	343	17.84	43.31	61.52	<.001
1	510	18.13	33.83	46.73	<.001

TABLE 7
MEAN PRE, POST & PREDICTED POSTTEST RESULTS OF THE CTBS-READING
(G E. SCORES)

Grade	N	Pretest	Posttest	Predicted Posttest	t-test Pred vs. Post	Significance
2	381	k.97	1.92	.93	10.42	<.001
3	275	1.28	1.89	k.48	18.31	<.001
4	72	1.85	2.63	2.10	3.47	<.001
5	65	1.86	2.99	2.05	5.25	<.001
6	68	2.51	3.55	2.78	4.01	<.001
7	17	2.60	3.62	2.84	-	*
8	5	2.52	4.66	2.71	-	*

* Tests of significance were not calculated at grades 7 & 8 because of the small Ns.

ANALYSIS OF QUESTIONNAIRE DATA: BILINGUAL COMPONENT

Questionnaires were distributed to the 22 PSEN Bilingual teachers, the 7 Bilingual Program Assistants, and the 38 educational assistants assigned to the PSEN Bilingual Program. Questionnaires were also distributed to all (11) of the elementary school principals in District 6.

PRINCIPAL QUESTIONNAIRE

The results of the questionnaires are presented below.

TABLE 7
PRINCIPAL'S QUESTIONNAIRE FOR PSEN/BILINGUAL PROGRAM

MAJOR STRENGTHS OF THE PROGRAM

1.	Flexible programming	37 1/2 %
2.	Individualized/small group instruction	75%
3.	Paraprofessionals are true asset to the program	50%
4.	ESL instruction is provided	37 1/2%

MAJOR WEAKNESSES OF THE PROGRAM

Lack of sufficient materials	37 1/2%
Lack of adequate space for program	50%
Large number of children to be serviced	25%

SUGGESTION FOR IMPROVEMENT OF THE PSEN BILINGUAL PROGRAM

1.	Additional Personnel	37%

Note: In all instances when a response was only encountered once it was not included in tabulating the results. This applies to all tables.

A review of principals' responses indicate that the one aspect of the program that was considered a major strength was individualized/small group instruction. 50% of the principals that responded to the questionnarie deemed it most important.

In reviewing the major weaknesses, lack of space (50%) was indicated as the major weakness.

In reviewing the principals suggestions, only one major recommendation surfaced. Three principals indicated a need for additional personnel.

BILINGUAL TEACHER QUESTIONNAIRE

An extensive questionnaire was prepared and distributed to the 22 PSEN Bilingual teachers. The purpose of the questionnaire was to gain a profile of the program personnel and to determine how the PSEN Bilingual teachers perceived 20 items essential to the program's functioning. A total of 11 questionnaires were returned. The questionnaires were analyzed and the information gathered as follows:

All of the PSEN teachers who responded to the questionnaire hold at least a master's degree.

The average amount of teaching experience of the PSEN Bilingual staff was 8.1 years.

Bilingual Program teachers also indicated that they had been teaching in the program an average of 2.0 years.

The following responses were given by PSEN Bilingual teachers to the question: How would you rate the following aspects of the PSEN Bilingual Program?

A review of the responses indicate that PSEN Bilingual teachers found all aspects of the program "Somewhat Effective" to "Very Effective" (a rating of 3, 4, 5, on a scale of 1 to 5). The only aspects viewed by the teachers as ineffective were;

a.	amount of financial resources available	82%
b.	ease of access to these funds	82%
n.	physical facilities	82%
p.	number of pupils in each group	64%

PSEN Bilingual teachers were also asked to assign a priority rank to those items or activities frequently performed by their Bilingual Program Assistants and/or Educational Assistants. The average rank order indicated by the 11 PSEN Bilingual teacher was as follows:

TABLE 9

PSEN BILINGUAL TEACHER PERCEPTION OF ROLE OF EDUCATIONAL ASSISTANTS

N=11

Item	Rank	Activities
1.	2	Review what the teacher has taught
2.	4	Drill on specific skills
3.	11	Present new material
4.	3	Work with individual children
5.	1	Work with a small group of children
6.	7	Grading the daily work of children

TABLE 8

Aspects of the Program	Very Ineffective 1	2	Somewhat Effective 3	4	Very Effective 5
a. Amount of financial resources available	27%	55%	9%	9%	--
b. Ease of access to those funds	36%	46%	18%	--	--
c. Variety of materials available	--	--	--	64%	36%
d. Amounts of materials available	--	9%	18%	55%	18%
e. The organization of staff	--	--	--	36%	64%
f. Staff spirit or morale	--	--	9%	27%	64%
g. Quality of staff performance	--	--	--	36%	64%
h. Administration	--	--	27%	46%	36%
i. Student interest	--	--	18%	46%	36%
j. Student motivation	--	--	9%	55%	36%
k. Student performance	--	--	9%	73%	18%
l. Cooperation from other school personnel	--	--	--	64%	36%
m. Selection procedures for pupils in the	--	27%	9%	64%	--
n. Physical Facilities	64%	18%	9%	9%	--
o. Time allotted for pupils receiving instruction	9%	9%	55%	9%	18%
p. Number of pupils in each group	46%	18%	36%	--	--
q. Coordination with tax levy program	--	9%	9%	36%	36%
r. Monthly Workshops	--	--	36%	46%	18%
s. "pull-out" program	--	18%	64%	18%	--
t. District office staff liaisons	--	--	--	73%	27%

Table 9 (cont.)

7.	8	Acting as a liaison between the teacher and parents
8.	6	Planning activities with the teacher
9.	5	Performing clerical duties
10.	10	Administering tests
11.	9	Correcting tests

E.A./B.P.A. QUESTIONNAIRE

A total of 38 Educational Assistants and 7 Bilingual Program Assistants were an integral part of the PSEN Bilingual Program during the 1978-79 school year. Questionnaires were distributed to the 38 Educational Assistants and 7 Bilingual Program Assistants asking them to prioritize in rank order the 11 activities usually assigned to them by their PSEN teacher. A total of 6 questionnaires were returned to the district office. The evaluation team wishes to note that it was not possible to differentiate or determine if the 6 questionnaires were completed by Educational Assistants or Bilingual Program Assistants. Results were tabulated for these 6 questionnaires, but one can question the reliability as well as the validity of such a small sample-6 of 45. In addition, it is not possible to accurately identify the roles of the 6 individuals that did complete a questionnaire. However, as stated above, data is presented but no true conclusion can be drawn from the results presented in Table 10.

TABLE 10
PSEN BILINGUAL EDUCATIONAL ASSISTANTS AND/OR BILINGUAL PROGRAM ASSISTANTS PERCEPTION OF THEIR ROLE IN THE PROGRAM

Item	Rank	Acitivities
1.	3	Review what the teacher has taught
2.	5	Drill on specific skills
3.	4	Present new material
4.	2	Work with individual children
5.	1	Work with a small group of children
6.	6	Grading the daily work of children
7.	10	Acting as a liaison between the teacher and parents
8.	7	Planning activities with the teacher
9.	8	Performing clerical duties
10.	9	Administering tests
11.	11	Correcting tests

The evaluation team could draw no reliable information from this data (Table 10) due to the constraints explained above.

CHAPTER IV
SUMMARY OF MAJOR OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS FOR THE DISTRICT 6 PSEN PROGRAM

The following observations, conclusions and recommendations are made on the basis of the demonstrated quality of performance maintanined by both components in the District 6 PSEN Program.

1. A full recycling of this much needed and successful program for the 1979-80 school year.
2. District 6 personnel are to be commended for the design of the program proposal. The PSEN Coordinator has written a program that truly reflects the particular needs of the early elementary school students in District 6. The program design is most specific in terms of objectives, staffing, and activities. One need only to refer to the proposal whenever clarification regarding any aspect of the program is needed. The PSEN proposal also has built flexibility into the design. This permitted the program to be implemented at each of the 11 schools in District 6 with a high degree of success.

Specific recommendations are made to enhance the effectiveness of each component.

PSEN READING PROGRAM

1 The program proposal states that PSEN Reading personnel will service 100 children. This figure, given the present population, is much too large a number to provide a truly individualized program. As the school year progressed, attrition did occur but in no case did it reach the optimum level of 70 children. If teachers are to provide a meaningful learning experience for program participants. group size must be smaller. It must be realized that the target population for the most part is selected form grades k through 3. Youngsters at this level require a great deal of individualized assistance. It is recommended that the total number of children to be serviced by any PSEN Reading teacher not exceed 70. Granted, attrition will occur. This will serve to enhance the program since it will afford PSEN Reading teachers the opportunity to further enhance their program. Special benefit will be derived by those youngsters who are severaly lacking in developmental and pre-reading skills.

2. It is recognized that the reading teachers provide instruction for a population with widely diverse needs and learning styles. The evaluation team recommends that staff development for the 1979-80 school year concentrate on screening children to determine their specific deficiencies. Teachers should become fluent with the numerous modalities of instruction , the use of channeling, and the importance of incorporating the Visual-Auditory-Kinesthetic-Tactile model (VART) into their prescriptive teaching.

PSEN BILINGUAL PROGRAM

The PSEN Bilingual Program has been implemented in a highly successful manner. The following recommendations are made to improve an already existing program.

1. Clarification should be made to all program personnel as to whether the PSEN Bilingual guidelines are more or less directed at ESL or at "pure" bilingual instructional skills. Many program were not clear on the guidelines.

2. There is a distinct need for better tests in English and Spanish, particulary diagnostic tests of different types.

3. Greater emphasis should be placed on ESL materials which have been developed for the target groups. In particular, emphasis should be placed on the phonology and structure of the English language, rather than on vocabulary development.